

MANAGING AND DEVELOPING AN EDUCATIONAL MODEL THAT PRESERVES AND PROMOTES THE VALUES OF TRADITIONAL CULTURAL IDENTITIES OF LOCAL ETHNIC MINORITIES IN THE CENTRAL HIGHLANDS - SITUATION AND ISSUES

Nguyen Van Suong

The Division of Training Management and Scientific Research, Political College of Dak Lak Province

Email: vansuongtct782@gmail.com

Received: 17/5/2022; Reviewed: 27/5/2022; Revised: 03/6/2022; Accepted: 13/6/2022; Released: 21/6/2022

DOI: <https://doi.org/10.54163/0866-773X/693>

Education to preserve and promote the values of traditional cultural identities of 13 ethnic minorities in the 5 provinces of the Central Highlands has achieved certain achievements. However, besides the achievements, the education to preserve and promote the traditional cultural identity values of local ethnic minorities in the Central Highlands still has many shortcomings. has not yet met the requirements of socio-economic development in 5 provinces in the Central Highlands. This article is the result of a study on the current status of education to preserve and promote traditional cultural identity values and the current situation of management and development of an educational model to preserve and promote traditional cultural identity values of 13 ethnic minorities in 5 provinces of the Central Highlands in the current digital transformation context. The article is also a very important practical basis for the author to continue to research and propose a system of solutions to improve the quality of education, preserve and promote the values of traditional cultural identity and propose a system to improve the quality of education, system of management solutions to develop an educational model that preserves and promotes the values of traditional cultural identities of 13 ethnic minorities in the 5 provinces of the Central Highlands in the current period.

Keywords: *Status; Development management; An educational model that preserves and promotes traditional cultural identity values; Local ethnic minorities; Central Highlands region.*

1. Introduction

Each ethnic group has its own cultural identity. Cultural identity is considered the identity card, the identity card of each ethnic group. The 13 ethnic minorities in the Central Highlands have a long-standing culture and quite unique national identity. The traditional cultural identity is both closely intertwined with religious beliefs, has a broad mass character, has great power to dominate all activities of the local ethnic minorities.

Nowadays, in modern life, all jobs are required to be fast, forcing people to choose a less picky way of dressing, making local ethnic minorities, especially young people, tend to follow the culture. Although it has brought into play many good aspects, it has caused the traditional cultural identity of the local ethnic minorities to fade away. Many ethnic minority girls in the area today do not know how to style their hair in the traditional hairstyle of their country. Besides, many other customs of ethnic minorities such as wedding ceremony, ceremony of granting identity, ceremony of clearing, ceremony of praying to heaven, and new rice-eating ceremony

will also gradually disappear if there is no way to restore it. Preserving and promoting the values of traditional cultural identities of ethnic minorities in the area is an issue of extremely important and urgent significance and requires special attention from managers of various fields. social sector including education.

In the past years, with the investment attention of the State, 5 provinces, districts, local organizations and individuals, the education work to preserve and promote the traditional cultural identity of the local people has been greatly improved. Local ethnic minorities in the 5 provinces of the Central Highlands have achieved some encouraging results. However, it is easy to see that in recent years, the culture of the local ethnic minorities in the Central Highlands has been gradually lost. Therefore, the study of theory, reality and solutions to improve the quality of conservation education and promote the traditional cultural identity and management solution system to develop the conservation and development education model. Promoting the traditional cultural identity of the local ethnic minority community is

an issue of very important and urgent significance in the current period. Stemming from the above reasons, the authors chose the topic “Managing and developing an educational model that preserves and promotes the values of traditional cultural identities of local ethnic minorities in the Central Highlands. Situation and issues” to conduct research.

2. Research overview

Author Luu Van Minh with the article “Preserving and promoting the value of the Central Highlands gong cultural space in schools”: However, due to the characteristics and many different reasons, the Central Highlands Gong cultural space is in danger of disappearing; Therefore, the conservation and promotion of the value of the Central Highlands gong cultural space is very urgent and important, not only contributing to preserving and developing the cultural identity of the ethnic minorities in the Central Highlands but also preserve, develop and create the diversity and richness of the Vietnamese national cultural identity and the cultural heritage of mankind. Being aware of that urgency and importance, over the years, the Education Sector of Kon Tum province has implemented and organized many activities, which have had a positive effect on preserving and promoting the values of this type of heritage (Minh, 2018).

Author Phuong Lien with the article “Dak Lak: Preserving and promoting national cultural values”: preserving and promoting national cultural identity not only means preserving the spiritual foundation of the commune. society but also become a driving force to promote socio-economic development, maintain defense and security of Dak Lak in particular, and the Central Highlands in general. The province also invests a lot of money in collecting, recording, Statistical records, preservation of ancient gong songs, system of life cycle rituals, agricultural rituals of ethnic minorities in place (Lien, 2021).

Author Dang Trong Ho with the article “Preserving and promoting the traditional cultural capital of the Central Highlands”: On the basis of new identification, select cultural quintessence to preserve, promote and build new cultural values for sustainable development. Accordingly, when learning, researching and identifying a cultural region or a certain culture, it is necessary to rely on two important sets of tools: a three-dimensional coordinate system (cultural subject, cultural space, time) cultural space) and cultural features (systematicity, validity, humanity and history). This in-depth study helps to identify ethnic cultural identities. From there, avoid talking about the Central Highlands culture, not talking about the general identity but the ethnic cultural identity (Ho, 2021).

Author Phan Thanh Gian with the article: “Preserving epic culture of local ethnic minorities in Dak Nong province”: Epics are not only for entertainment but also have economic, cultural - social functions, unite the community, especially teaching or educating people, directing people to the good things of truth - goodness - America. It can be said that the epic of the Central Highlands is the most epic epic in the choir of a nation that has experienced thousands of years of history of resilient struggle for survival and development, is the soul of Western culture. Nguyen, is an “encyclopedia” containing knowledge and life experiences along with cultural capital created and accumulated for a long time (Gian, 2021).

Author Thai Ninh has an article “Preserving and promoting the traditional craft values of local ethnic minorities”: The view of the Resolution: Determining that the preservation and promotion of traditional vocational values is an important content in the overall task of preserving the unique traditional cultural values of the local ethnic minorities, is the permanent responsibility of both the political system and the society as a whole.

Objectives: Preserve and promote the value of traditional occupations in order to sustainably preserve the fine cultural identity of the local ethnic minorities, associated with the development of various types of tourism, create jobs, improve the quality of life. income for people, contributing to the effective implementation of national target programs on socio-economic development in ethnic minority and mountainous areas, building new rural areas and sustainable poverty reduction in the area.

By 2025: Continue to restore, preserve professional know-how, and promote cultural values for 09 traditional professions of the province: brocade weaving, knitting, wine making, musical instrument making traditional music, forging, pottery, statue carving, canoeing, making crossbows. In which, focusing on promoting commercialization of 04 occupations: brocade weaving, knitting, wine making, and making traditional musical instruments in order to contribute to raising incomes for local ethnic minorities.

By 2030: To synchronously and closely implement solutions from teaching and developing raw materials to production and consumption of products, striving for at least 05% of people engaged in traditional occupations to have stable incomes. ensure the material and spiritual life (Ninh, 2022).

Author Mai Sao has an article “Preserving and promoting traditional cultural values of ethnic minorities in association with tourism development” emphasizing: restoring, preserving and promoting the traditional cultural identities of very few ethnic

minorities; organizing the preservation of traditional festivals, exploiting and building products for tourism development; perfecting mechanisms and policies on ethnic minorities in general, policies towards artisans and organizers of practice, transmission, preservation and promotion of cultural heritage values of ethnic minorities in particular; organize professional training courses and refresher courses; supporting investment in building typical tourist destinations in ethnic minority and mountainous areas; supporting the building of an ecological museum model to preserve intangible cultural heritage in ethnic minority communities, towards community development and tourism development...(Sao, 2022).

Within the framework of the Workshop Program on implementing the socio-economic development program, preserving and promoting traditional cultural values of ethnic minorities and mountainous areas in the Central Highlands and Central Coast provinces organized by the Ethnic Council, the Committee for Culture, Education, Youth, Adolescents and Children of the National Assembly in collaboration with the Committee for Ethnic Minority Affairs and Dak Lak Provincial Party Committee on January 13rd, 2021 in Dak Lak; In addition to discussing and discussing solutions to implement the socio-economic development program in ethnic minority and mountainous areas, the delegates paid special attention to the content of preserving and promoting traditional cultural values in ethnic minority areas. minorities and mountainous areas. The Central Highlands is the center of interference of many cultural sources and ethnic minorities have for generations collected and preserved unique cultural values such as epics, poetry, dance, gongs.... (baodantoc.com.vn, 2021).

3. Research Methods

3.1. Methods of theoretical research

3.1.1 Methods of analysis and synthesis of theories

3.1.2 Methods of classification and systematization of theory

3.2. Practical research methods

3.2.1. Investigation method

3.2.2. Observation method

3.2.3. Professional solution

3.2.4. Methods of analysis and summarization of experience

3.3. Information processing methods

Information is processed by mathematical statistics, graphs and charts. Use computer software to perform mathematical statistics, draw graphs and charts.

4. Research result

4.1. Overview of the situation survey process

4.1.1. Survey purpose

To collect actual and objective data on the current status of education, conservation and promotion of traditional cultural identities for 13 ethnic minorities in the 05 provinces of the Central Highlands today.

4.1.2. Survey content

We conducted a survey on many issues related to the current state of the research topic, in which, three main survey contents included:

- Survey on the awareness of the importance of education to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands.

- Surveying the actual situation of implementing education to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands.

- Surveying the current situation of factors affecting the conservation and promotion of traditional cultural identities for the local community of 13 ethnic minorities in 05 provinces of the Central Highlands.

4.1.3. Respondents

We conducted a survey of 150 administrators of government and social organizations, 780 local ethnic minority people and 100 staff working in education, conservation and promotion of traditional cultural identities. for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands.

4.1.4. Survey method

We used the survey method by polls, combined with in-depth interviews on the identified target groups.

4.1.5. Survey tool

To conduct the survey, we use the following three types of polls:

- Opinion ballot for 13 ethnic minorities in place in 05 provinces of the Central Highlands.

- A poll for officials in charge of education, conservation and promotion of traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands.

- Opinion polls for officials of government organizations and social organizations in the 05 provinces of the Central Highlands.

4.1.6. Surveying

- Designing survey tools

- Conduct surveys and interviews

- Summary of survey results.

4.1.7. Data processing method

- Use math formulas
- Using SPSS software to process the data

4.2. Current status of education to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands

4.2.1. The reality of awareness about education, conservation and promotion of traditional cultural identity for the community

4.2.1.1. Aware of the importance of preserving and promoting the traditional cultural identity for the local community of 13 ethnic minorities

Through the process of surveying by means of opinion polls on target groups (educational officials, officials of agencies, departments, branches, mass organizations and 13 ethnic minorities in situ) showed that: 100% of officials education and the majority of officials of agencies, boards, branches, mass organizations, ethnic minorities in the place have the right awareness of the importance of preserving and promoting the traditional cultural identity for the local community. local community of 13 ethnic minorities. However, there is also a part of officials from agencies, departments, branches, mass organizations and ethnic minorities who are not fully and properly aware of this issue.

4.2.1.2. Awareness of the need for educational activities to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities

Through the process of surveying by means of opinion polls on target groups (educational officials, officials of agencies, departments, branches, mass organizations and local ethnic minorities) it was found that, in general, Among the surveyed subjects, there is a fuller and more correct awareness of the necessity of preserving and promoting traditional cultural identities for the local community of 13 ethnic minorities in 05 provinces of the Central Highlands.

4.2.1.3. Awareness of the goal of educational activities to preserve and promote traditional cultural identity for the local community of 13 ethnic minorities

Through the process of surveying by means of opinion polls on target groups (educational officials, officials of agencies, departments, branches, mass organizations and local ethnic minorities) it was shown that, in general, officials The Ministry of Education, officials of departments, agencies, mass organizations and ethnic minorities in the 05 provinces of the Central Highlands surveyed are quite similar in their perception of the objectives of education activities to preserve and promote

the local culture, traditional cultural identity for the local community of 13 ethnic minorities in 05 provinces of the Central Highlands.

4.2.2. Educational content to preserve and promote traditional cultural identity for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands

The research results show that: The surveyed opinions all believe that the educational content to preserve and promote the traditional cultural identity for the local community of 13 ethnic minorities has not been regularly implemented, even Even, a large part of the reviews have never been implemented.

4.2.3. Current status of educational measures to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands

The obtained research results show that, in recent years, many educational measures to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities have been studied and applied. However, the survey results show that the above measures have only been implemented at the “Infrequently” level.

4.2.4. Current status of educational facilities to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 05 provinces of the Central Highlands

The obtained research results show that: The majority of education officials, officials of agencies, departments, sectors, mass organizations and local people of 13 ethnic minorities were surveyed to evaluate the service system system. for educational activities to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities, currently, the requirements are only “Average”. That shows that an urgent requirement for improving the quality and effectiveness of conservation education and promoting the traditional cultural identity for the local community of 13 ethnic minorities is to improve in the direction of improving the quality of life. the quality of the equipment system for this activity.

4.2.5. Education force to preserve and promote traditional cultural identity for local communities of 13 ethnic minorities in 5 provinces of the Central Highlands

4.2.5.1 Actual situation of forces involved in education to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 5 provinces of the Central Highlands

The obtained research results show that: The forces involved in educational activities to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities include:

Officers of the Culture and Information Department believe; staff of the Department of Education and Training; teachers of schools; cadres of Party committees and local authorities at all levels; Youth Group; Association of the elderly (the elderly in the local community of 13 ethnic minorities have a high reputation and have a lot of knowledge about the local ethnic minority culture, have experience in passing on such knowledge..); Women union...

4.2.5.2. Importance of forces involved in education to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities

Research results on the current situation of this issue show that all educational forces have an average score of 2.56 or higher. In general, all educational forces have an important role in education to preserve and promote traditional cultural identities, mostly local ethnic minorities.

4.2.5.3. The level of implementation of the forces involved in preserving and promoting traditional cultural identities for the local community of 13 ethnic minorities

Research results on the current situation of this issue show that: the role of school and family is highly valued, but in general, the scores achieved by the surveyed subjects are not high compared to the assessment of the level of importance. importance of educational forces. It shows that the forces involved in education to preserve and promote the traditional cultural identity, most of the local ethnic minorities have not been able to do it regularly, and the educational forces have not yet shown themselves. With many of their roles and social responsibilities in education, conservation and promotion of traditional cultural identities, the majority of ethnic minority people live in the 5 provinces of the Central Highlands. That puts management agencies, education officials need to have a plan to promote the strength of all forces, need systematic coordination, implemented by specific mechanisms to organize and connect forces to actively participate in educational activities to preserve and promote the traditional cultural identities of local ethnic minorities.

4.2.5.4. The level of coordination between the Culture and Information Department and the forces involved in education, conservation and promotion of traditional cultural identities for the local community of 13 ethnic minorities

Research results on the current situation of this issue found that: the extent to which the coordination between the Department of Culture and Information and the forces involved in education and preservation and promotion of traditional

cultural identities is carried out. local community of 13 ethnic minorities is still at an irregular level. This situation requires the Department of Culture and Information to further strengthen its key role in educational activities to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities.

4.2.6. *Situation of ethnic minorities in the locality in the process of educating traditional cultural identity*

Research results on the current situation of this issue show that: According to the assessment of the majority of survey subjects, when participating in the educational process of preserving and promoting traditional cultural identity, the majority of ethnic minorities Ethnic minorities in the area are not really active and actively participate in educational activities. This situation requires agencies, boards, branches and mass organizations, which are directly education officials, to take measures to promote the positivity, initiative and creativity of the ethnic minority community in Vietnam.

4.2.7. *Results of education to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 5 provinces of the Central Highlands.*

Research results on the current situation of this problem found that:

In general, there are similarities in the evaluation of the effectiveness of education activities on preserving and promoting traditional cultural identities for local communities of 13 ethnic minorities in 5 provinces of the Central Highlands of the Central Highlands (Officials of departments, branches and unions; Management staff and local ethnic minority people). The evaluation comments are mainly at the level of "Very effective"; followed by the level of "Effective" There were no comments rated at the level of "Ineffective".

As a result of studying the current situation of this issue, we can see that, in recent years, with the attention and direction of the Party and State, Party committees at all levels, local authorities, educational activities, etc. In general, education to preserve and promote traditional cultural identities for the local community of 13 ethnic minorities in 5 provinces of the Central Highlands has increasingly had positive changes. However, up to now, educational activities to preserve and promote traditional cultural identities for local communities of 13 ethnic minorities in 5 provinces of the Central Highlands still have many shortcomings such as contents, methods, and shapes. the method of organizing education to preserve and promote the traditional cultural identity for the local community

of 13 ethnic minorities in 5 provinces of the Central Highlands has not really been completed; The equipment system for this activity is still limited, the problem of mobilizing community resources for this activity is still difficult...All of these directly affect the quality and effective education, conservation and promotion of traditional cultural identity for the 13 local ethnic minorities in 5 provinces of the Central Highlands today.

These outstanding issues are the necessary practical basis for management agencies and education officials to take measures to improve and improve the effectiveness of conservation education and promotion activities. traditional cultural identity for the 13 local ethnic minorities in 5 provinces of the Central Highlands in the next period.

4.2.8. Factors affecting the effectiveness of conservation education and promotion of traditional cultural identities for the 13 local ethnic minorities in 5 provinces of the Central Highlands

Influential factors are assessed at the levels of Very Influential, Influential and Not Influential.

Research results show that the above factors all affect the effectiveness of educational activities to preserve and promote the values of traditional cultural identities of 13 local ethnic minorities in 5 western provinces. Original. In particular, the factors that have the greatest influence on the effectiveness of this activity are “The awareness of the whole society and each individual about the importance of educational activities to preserve and promote traditions cultural identity values of 13 local ethnic minorities in 5 provinces of the Central Highlands”; “Professional qualifications and sense of responsibility of the forces in charge of education activities to preserve and promote the values of traditional cultural identity of 13 local ethnic minorities in 5 provinces of the Central Highlands” .

4.3. General assessment of the status of conservation education and promotion of traditional cultural identity values of 13 ethnic minorities in the 5 provinces of the Central Highlands

4.3.1. Advantages

In general, the majority of survey subjects were fully aware of the importance of preserving and promoting the values of traditional cultural identities of 13 local ethnic minorities in 5 provinces of the Central Highlands, at the same time, properly aware of the importance and urgency of educational activities to preserve and promote the values of traditional cultural identity of 13 ethnic minorities in the 5 provinces of the Central Highlands. Educational content and measures to preserve and promote the values of traditional cultural identities

of the 13 local ethnic minorities in the 5 provinces of the Central Highlands have been gradually improved.

The system of equipment for educational activities to preserve and promote the values of traditional cultural identities of the 13 local ethnic minorities in the 5 provinces of the Central Highlands is increasingly enhanced based on the results of mobilizing the community participation.

Education activities to preserve and promote the values of traditional cultural identities of the 13 local ethnic minorities in the 5 provinces of the Central Highlands have attracted many participants.

4.3.2. Limitation

A part of local ethnic minorities, officials of agencies, departments, branches and mass organizations do not have a full understanding of the importance of preserving and promoting traditional cultural identity values of the 13 local ethnic minorities in 5 provinces of the Central Highlands and the need for educational activities to preserve and promote the values of traditional cultural identities of 13 local ethnic minorities in 5 provinces of the Central Highlands

Many educational contents and measures to preserve and promote the values of traditional cultural identities of 13 ethnic minorities in the 5 provinces of the Central Highlands have been researched and applied, but the effectiveness is still low. not high.

The forces participating in the coordination work are not regular; There are still many shortcomings in the coordination activities of the Department of Culture and Information.

The means for educational activities to preserve and promote the values of traditional cultural identities of 13 ethnic minorities in the 5 provinces of the Central Highlands have not yet met the needs of use.

The results of education in preserving and promoting the values of traditional cultural identities of 13 local ethnic minorities in 5 provinces of the Central Highlands in the current period are not high.

4.3.3. Cause

** Cause of achievements*

As we all know, Vietnamese culture is a unified culture in the diversity of the Vietnamese ethnic community. Each ethnic group has its own cultural capital, and they all respect the traditional cultural identity of their own and other ethnic groups. Therefore, the education of preserving and promoting the values of traditional cultural identities of the 13 local ethnic minorities in the 5 provinces of the Central Highlands in the great

family of ethnic groups in Vietnam is the joint responsibility of the Party and State, the country, the government and the entire people. People in the 5 Central Highlands provinces are increasingly aware of their responsibilities and rights in developing education, preserving and promoting the values of the traditional cultural identity of the 13 local ethnic minorities in 5 provinces of the Central Highlands...

Like all other ethnic minorities living in Vietnam, for the 13 local ethnic minorities, they are always interested in conservation education by the Party, government and people in 5 Central Highlands provinces and promote the values of traditional cultural identity of 13 ethnic minorities in the 5 provinces of the Central Highlands.

The local government has gradually developed and improved the quality of propaganda, education, preservation and promotion of traditional cultural identity values of 13 local ethnic minorities in the 5 provinces of the Central Highlands through the mass media such as television and radio stations, through the organization of traditional festivals, and the organization of cultural - artistic - physical training and sports activities...

*** The cause of the limitations**

The system of directing mechanisms for educational activities to preserve and promote the values of traditional cultural identities of 13 ethnic minorities in the 5 provinces of the Central Highlands is not really complete, synchronous and effective.

The main role of the Department of Culture and Information has not been fully promoted.

The mobilization of all resources from the community in general, especially physical facilities, teaching equipment and financial resources to serve the conservation and promotion of the traditional cultural identity values of the 13 ethnic minorities. The number of places in the 5 provinces of the Central Highlands in particular still faces many difficulties.

5. Discussion

It is necessary to pay more attention to educational activities to preserve and promote traditional cultural identities for the 13 local ethnic minorities living in 5 provinces of the Central Highlands through the completion and promulgation of documents, legislation relevant to this activity.

It is necessary to invest in the training and fostering of full-time staff in education, conservation and promotion of traditional cultural identities for the 13 local ethnic minorities living in 5 provinces.

There should be a document to closely direct the education, conservation and promotion of traditional cultural identity values for the 13 local

ethnic minorities living in 5 provinces of the Central Highlands.

It is necessary to supplement and perfect educational programs, contents and measures to preserve and promote traditional cultural identities for the 13 local ethnic minorities living in 5 provinces of the Central Highlands.

Increase investment funds for educational activities to preserve and promote traditional cultural identities for the 13 local ethnic minorities living in 5 provinces of the Central Highlands.

Each ethnic minority in the area should always strive and constantly improve their own understanding, thereby actively preserving and promoting their own cultural identity in particular and their own cultural identity.

6. Conclusion

Educational activities to preserve and promote traditional cultural identities for the 13 local ethnic minorities in the 5 provinces of the Central Highlands have achieved certain results. Educational objectives, contents and measures are gradually improved; The majority of ethnic minorities have a correct awareness of the importance of education to preserve and promote the traditional cultural identity of the 13 local ethnic minorities in the area and the necessity of conservation education activities, preserve and promote the traditional cultural identity of 13 local ethnic minorities; have the right attitude and take positive action in preserving and promoting their national cultural identity.

Besides the achieved results, educational activities to preserve and promote traditional cultural identities still have many shortcomings, which have not met the requirements of society and the requirements of schools.

This situation comes from many different causes, including limitations in educational content, programs and measures; along with the limitations of equipment and the degree of coordination of educational forces inside and outside the school...

The research results on the above situation are an important practical basis for us to continue to research and propose a system of solutions to improve the quality of education, preserve and promote the values of traditional cultural identities for the 13 local ethnic minorities living in 5 provinces of the Central Highlands and a system of management solutions to develop an educational model that preserves and promotes the values of traditional cultural identities for the 13 local ethnic minorities are living in 5 provinces of the Central Highlands.

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QUẢN LÝ PHÁT TRIỂN MÔ HÌNH GIÁO DỤC BẢO TỒN VÀ PHÁT HUY CÁC GIÁ TRỊ BẢN SẮC VĂN HÓA TRUYỀN THỐNG CỦA CÁC DÂN TỘC THIỂU SỐ TẠI CHỖ KHU VỰC TÂY NGUYÊN - THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA

Nguyễn Văn Sương

Phòng Quản lý Đào tạo và Nghiên cứu khoa học, Trường Chính trị tỉnh Đắk Lắk
Email: vansuongtct782@gmail.com

Nhận bài: 17/5/2022; Phản biện: 27/5/2022; Tác giả sửa: 03/6/2022; Duyệt đăng: 13/6/2022; Phát hành: 21/6/2022
DOI: <https://doi.org/10.54163/0866-773X/693>

Giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống của 13 dân tộc thiểu số tại chỗ ở 5 tỉnh khu vực Tây Nguyên đã đạt được một số thành tựu nhất định. Tuy nhiên, bên cạnh những thành tựu đã đạt được, việc giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống của các dân tộc thiểu số tại chỗ khu vực Tây Nguyên vẫn còn tồn tại rất nhiều bất cập, chưa đáp ứng được những yêu cầu phát triển kinh tế - xã hội ở 05 tỉnh khu vực Tây Nguyên. Bài báo này là kết quả nghiên cứu thực trạng giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống và thực trạng quản lý phát triển mô hình giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống của cộng đồng 13 dân tộc thiểu số tại chỗ ở 5 tỉnh Tây Nguyên trong bối cảnh chuyển đổi số hiện nay. Bài báo cũng là cơ sở thực tiễn rất quan trọng để nhóm tác giả tiếp tục nghiên cứu, đề xuất hệ thống giải pháp nâng cao chất lượng giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống và đề xuất hệ thống giải pháp quản lý phát triển mô hình giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống của 13 dân tộc thiểu số tại chỗ ở 5 tỉnh Tây Nguyên trong giai đoạn hiện nay.

Từ khóa: *Thực trạng; Quản lý phát triển; Mô hình giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống; Các dân tộc thiểu số tại chỗ; Khu vực Tây nguyên.*